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Spring 2021

ENG 352-002: Technical Writing

Bernadette Longo

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English 352, Technical Writing

Dr. Bernadette Longo, Spring 2021

Section 002: synchronous online via Canvas (<http://canvas.njit.edu>)
Tuesdays and Thursdays, 4:00 – 5:20 p.m. EST

Instructor Office: Cullimore Hall 419

Office Hours: Thursdays 3:00 - 4:00 on Webex
(<https://njit.webex.com/meet/blongo6077>) and via email at any time

E-mail: blongo@njit.edu

Course Description: Advanced writing course. Combines current theory with actual practice to prepare students as technical writers. Analyze complex communication situations and design appropriate responses through tasks that involve problem solving, rhetorical theory, document design, writing teams, audience awareness, and ethical considerations.

Required Course Materials

- Fujishin, Randy. *Creating Effective Groups: The Art of Small Group Communication* (Rowman & Littlefield, 2013) ISBN: 978-1442222502
- Additional resources available on course site.

Learning Objectives

1. Understand and explain the four rhetorical principles: audience, purpose, organization/arrangement, and discourse community.
2. Analyze and explain how these four rhetorical principles influence authors' writing decisions in technical documents.
3. Analyze writing situations and apply these four rhetorical principles in their own technical documents.
4. Analyze and explain how these four rhetorical principles influence their own technical writing decisions.
5. Understand and apply team building techniques in an online team environment.
6. Write effective technical prose that is mechanically correct and professionally appropriate.

Academic Integrity: "Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>. Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu"

Students with disabilities: Appropriate accommodations will be made for all students with documented disabilities. If you have a disability requiring accommodation in this class, please notify me as soon as possible. This information will be kept confidential. For more information, see <https://www.njit.edu/studentsuccess/accessibility>.

Assignments

Week 1 Introduction	25 pts.
Week 2 Revision for Audience and Purpose	25 pts.
Week 3 Questions for Limer article	50 pts.
Week 4 Questions for Wang article	50 pts.
Week 5 Questions for Tri Alpha Energy website	50 pts.
Week 6 Questions for Tri Alpha Energy research articles	50 pts.
Week 7 Questions for Grossman article	50 pts.
Week 8 Individual Investigative Report	150 pts.
Week 10 Working in a Group assignment	50 pts.
Week 11 Problem Solving assignment	50 pts.
Week 12 Cohesive Group assignment	50 pts.
Week 13 Revising assignment	50 pts.
Week 14 Conflict Management assignment	50 pts.
Week 15 Final Investigative Report	150 pts.
Week 15 Individual Analysis	150 pts.
Total points possible	1000 points

Grading: Your assignment grades will be given in points. Ten percent of the maximum assignment grade will be deducted each day that an assignment is not posted after an assignment deadline. The maximum number of points possible in the course is 1000. Your final course grades will be assigned according to the following scale:

Grade	Final Percentage	Significance
A	90.1-100	Superior
B+	86.7-90.0	Excellent
B	80.1-86.6	Very Good
C+	76.7-80.0	Good
C	70.1-76.6	Acceptable
D	60.1-70.0	Minimum
F	00.0-60.0	Inadequate

Incomplete coursework is a major inconvenience for students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with me. If you have questions about the NJIT grading policy, please [click here](#). If you have questions about your responsibilities for course requirements, please [click here](#).

ENG 352 Class Activities

Week 1: January 19-24

Topic: Introduction to you and your hometown

Reading:

- *IEEE Guide to Writing*, Introduction, pp. 3-6

Assignment 1: post by **Sunday, January 24** at midnight

- **Post an introduction of yourself** for the others in class to get to know you. Use your creativity regarding media and types of documents you use in your introduction.

Answer the following questions and add what you will:

- Your name and major
- Your goals for work in technical writing this semester
- Your home town
- Describe 5 great things to do in your hometown

Week 2: January 25-31

Topic: Audience and purpose

Reading:

- *IEEE Guide to Writing*, Chapter 1, pp. 7-32

Assignment 2: post by **Sunday, January 31** at midnight

- Rewrite your information about 5 great things to do in your hometown.
 - Write it for an audience of NJIT students architecture majors.
 - Write it to convince your audience that they should visit your hometown.
- Address these questions:
 - Who were you writing to in your Week 1 document?
 - What did you change in this week's revision in order for your document to be effective with NJIT architecture majors?
 - What did you change in this week's revision in order to persuade your readers to visit your hometown?

Week 3: February 1-7

Topic: Audience, purpose, and organization

Reading:

- Handout on organizing strategies posted on course site.
- Limer, "Everything You Should Know About Nuclear Fusion, Explained in Six Minutes," posted on course site

Assignment 3: post by **Sunday, February 7** at midnight

- Address these questions regarding the Limer article:
 - Who are the audiences for this article?
 - What purposes does the author have in writing the article?
 - What strategies has the author used to accommodate his audiences and purposes?
 - What kinds of organizing strategies did the author use in this article?
 - In what ways were these organizing strategies effective or ineffective for you as a reader?

Week 4: February 8-14

Topic: Audience, purpose, and organization

Reading:

- Handout on organizing strategies posted on course site.
- Chandler, "Validating the Physics behind the MIT-Designed Fusion Experiment," posted on course site

Assignment 4: post by **Sunday, February 14** at midnight

- Address these questions regarding the Chandler article:
 - Who are the audiences for this article?
 - What purposes does the author have in writing the article?
 - What strategies has the author used to accommodate his audiences and purposes?
 - What kinds of organizing strategies did the author use in this article?
 - In what ways did this author make different choices that Limer did in last week's article on a similar topic?
 - Why do you think the authors made these different choices?

Week 5: February 15-21

Topic: Discourse communities

Reading:

- Swales, "The Concept of a Discourse Community," posted on Course site
- Penrose and Katz, "Forums for Communication in Science," posted on Course site
- Lockheed Martin website: <https://www.lockheedmartin.com/en-us/products/compact-fusion.html>

Assignment 5: post by **Sunday, February 21** at midnight

- Address these questions regarding the Lockheed Martin Compact Fusion website:
 - How would you define "discourse community" according to the concepts in the readings?
 - How would you describe the discourse community in which Lockheed Martin Compact Fusion functions?
 - What information on the website suggests information about this discourse community?

Week 6: February 22-28

Topic: Discourse communities

Reading:

- Research articles posted on MIT Plasma Science and Fusion Center website:
<https://www.psfc.mit.edu/sparc/publications>
- Penrose and Katz, "Reading and Writing Research Reports," posted on Course site

Assignment 6: post by **Sunday, February 28** at midnight

- Address these questions regarding the research articles:
 - Who are the audiences and purposes for these articles?
 - What strategies have the authors used to accommodate these audiences and purposes?
 - In what ways do these authors make different choices than Limer and Chandler did in earlier weeks' articles?
 - How do these articles fit into the discourse community in which the Lockheed Martin and MIT nuclear fusion projects function?

Week 7: March 1-7

Topic: Discourse communities

Reading:

- *IEEE Guide to Writing*, Chapter 2, pp. 33-78
- Fountain, "Compact Nuclear Fusion Reactor Is 'Very Likely to Work,' Studies Suggest," posted on Course site

Assignment 7: post by **Sunday, March 7** at midnight

- Address these questions regarding the Fountain article:
 - Who are the audiences and purposes for this article?
 - What strategies has the author used to accommodate his audiences and purposes?
 - In what ways did this author make different choices than the authors of the research articles did in last week's assignment?
 - How does this article fit into the discourse community in which the Lockheed Martin and MIT nuclear fusion projects function?

Week 8: March 8 - 14

Topic: Audience, purpose, organization, and discourse communities

Reading:

- *IEEE Guide to Writing*, Chapter 3, pp. 85-108
- Oliu, Brusaw, and Alred, Chapter 10 posted on Course site

Assignment 8: post by **Sunday, March 14** at midnight

- Write an investigative report on what you've learned about audience, purpose, organization, and discourse communities so far this semester. Your audience will be Dr. Longo and the other students in class this semester. Your purpose is to demonstrate what you have learned about these topics and how they relate to communication in a professional or academic setting.

Week 9: March 15-21

Have a great Spring Break!

Week 10: March 22-28

Topic: Collaborative writing and working in a group

Reading:

- Fujishin, Chap. 1, pages 1-17
- Oliu, Brusaw, and Alred, Chapter 5 posted on Course site
- “Group Writing” handout posted on Course site
- You will be assigned a team to prepare the following final course assignment, which will be due at the end of the semester:
 - As a team, write an investigative report on what students in next semester’s ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

Assignment 10: post by **Sunday, March 28** at midnight

- As a team, complete the following exercises and turn in 1 assignment for your team:
 - Planning Checklist on Oliu, Brusaw, and Alred, Chapter 5, page 139
 - Group Exercises 1.2 and 1.3 on Fujishin, page 16-17. In 1.3, write out your statement to share with your team members and turn in with your team assignment.

Week 11: March 29-April 4

Topic: Collaborative Writing and Problem Solving Reading:

- Fujishin, Chap. 5, pages 79-96
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
 - As a team, write an investigative report on what students in next semester’s ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

Assignment 11: post by **Sunday, April 4** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:
 - Group Exercise 5.3 on Fujishin, page 96, using this as your problem: What should we tell next semester’s ENG 352 students about audience, purpose, organization, discourse communities, and creating successful teams?
 - Record your problem analysis and post it with your assignment.

Week 12: April 5-11

Topic: Collaborative Writing and Cohesive Groups

Reading:

- Fujishin, Chap. 9, pages 153-166
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
 - As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

Assignment 12: post by **Sunday, April 11** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:
 - Group exercise 9.2 on Fujishin page 166. Be sure to include goals for each team member in your assignment and explain why this goal is important to each member individually and to the team as a whole.

Week 13: April 12-18

Topic: Collaborative Writing and Revising

Reading:

- Oliu, Brusaw, and Alred, Chapter 5 posted on Course site
- Revising Drafts worksheet posted on Course site
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
- As a team, write an investigative report on semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

Assignment 13: post by **Sunday, April 18** at midnight

- Post your team's draft investigative report.
- As a team, complete the Revising Drafts worksheet and turn in 1 assignment for your team.

Week 14: April 19-25

Topic: Collaborative Writing and Conflict Management

Reading:

- Fujishin, Chap. 10, pages 167-188
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
 - As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

Assignment 14: post by **Sunday, April 25** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:
 - Post your team's draft investigative report.
 - Group Exercise 10.2 on Fujishin, page 188, using a past or current team conflict.

Week 15: April 26-May 2

Topic: Final Investigative Report

Assignment 15: post by **Sunday, May 2** at midnight

- As a team, turn in 1 assignment for your team:
 - Post your team's final investigative report.
- As an individual, post an analysis covering the following points for your team's report:
 - Who is your audience and how did you accommodate their needs? Are there ways in which you did not accommodate their needs?
 - What is your purpose for writing and how did you achieve it? Are there ways in which you did not achieve your purpose?
 - How did you organize your material for your audience and purpose? Why is this organization strategy effective or ineffective?
 - How would you describe the discourse community within which you are writing? How is your text that appropriate or inappropriate for your discourse community?
 - What is the main thing you learned this semester about creating successful teams? Why is this important and how might you use this experience in the future?

This syllabus and the due date schedule may be revised by the instructor at any time during the semester. All revisions will be reasonable and based on class needs.

